

Kindergarten Informational Writing Rubric

W2 CCR Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

	3- Above Grade-Level Expectations * Expectations for the end of 1st grade	2-Meets Grade-Level Expectations * Expectations for the end of kindergarten	1- Approaching Grade-Level Expectations
Written Expression Development of Ideas Organization	<ul style="list-style-type: none"> Name a topic in title or simple introductory sentence Develop and write a simple introductory sentence that states the topic Supply some facts about the topic in writing Write several sentences using the facts that are all related to the topic Use frequently occurring conjunctions to signal simple relationships (e.g. because) Begin to use transition words to organize ideas as appropriate (first, next, then) Provide some sense of closure 	<ul style="list-style-type: none"> Establish a topic Supply some facts about the topic Develop and represent a simple sentence that states the topic With prompting and support, express orally or via developmentally appropriate write several sentences using the facts that are all related to the topic <p>Use combination of drawing, dictating, or writing to develop ideas:</p> <ul style="list-style-type: none"> 1st quarter – combination that includes attempt to represent idea(s) with letters 2nd quarter – includes some beginning sounds 3rd quarter – minimum of 1 student written sentence 4th quarter - minimum of 2 sentences 	<p>Requires modeling and support to:</p> <ul style="list-style-type: none"> establish the topic supply some facts about the topic <p>Use combination of drawing, dictating, or writing</p> <ul style="list-style-type: none"> 1st quarter – lacks letters to represent ideas 2nd quarter – lacks beginning sounds 3rd quarter – lacks a student written sentence 4th quarter- lacks 2 student written sentences
Written Expression Clarity	<ul style="list-style-type: none"> Use words and phrases acquired through conversations, reading, and being read to <ul style="list-style-type: none"> Use frequently occurring adjectives (as appropriate to topic and purpose) Begin to use specific verbs to clarify meaning (<i>look, peek, glare</i>) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> With modeling and exposure to a variety of texts, uses words and phrases acquired through conversations, reading and being read to <ul style="list-style-type: none"> Use frequently occurring nouns and verbs Begin to use frequently occurring adjectives (as appropriate to topic and purpose) Produce simple sentences <ul style="list-style-type: none"> Demonstrate subject/verb agreement With prompting and support, use frequently occurring prepositions to expand sentences (to, from, of, by, in, with) <p>Use combination of drawing, dictating, or writing to develop ideas:</p> <ul style="list-style-type: none"> 1st quarter – combination that includes attempt to represent idea(s) with letters 2nd quarter – includes some beginning sounds 3rd quarter – minimum of 1 student written sentence 4th quarter - minimum of 2 sentences 	<p>Requires modeling and support to:</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, reading, and being read to. <ul style="list-style-type: none"> Use frequently occurring nouns and verbs Begin to use frequently occurring adjectives (as appropriate to topic and purpose) (unbold) Lacks simple sentence <ul style="list-style-type: none"> Lacks subject/verb agreement Lacks prepositions to expand sentences <p>Use combination of drawing, dictating, or writing</p> <ul style="list-style-type: none"> 1st quarter – lacks letters to represent ideas 2nd quarter – lacks beginning sounds 3rd quarter – lacks a student written sentence 4th quarter- lacks 2 student written sentences
Knowledge of Language and Conventions	<p>There may be a few distracting errors in grammar and usage, but meaning is clear throughout the response.*</p>	<p>There may be a few distracting errors, but meaning is clear throughout the response.*</p> <p>*Use combination of drawing, dictating, or writing:</p> <ul style="list-style-type: none"> 1st quarter – combination that includes attempt to represent idea(s) with letters 2nd quarter – includes some accurate beginning consonant sounds 3rd quarter – minimum of 1 student written sentence <ul style="list-style-type: none"> Includes many accurate letter/sound representations Includes spacing between words 4th quarter- minimum of 2 sentences <ul style="list-style-type: none"> Capitalize first word in sentence and pronoun I Spell simple words phonetically 	<p>There are multiple distracting errors in grammar and usage that impede meaning.</p> <p>*Use combination of drawing, dictating, or writing:</p> <ul style="list-style-type: none"> 1st quarter – lacks letters to represent ideas 2nd quarter – lacks accurate beginning consonant sounds 3rd quarter – minimum of 1 student written sentence <ul style="list-style-type: none"> lacks accurate letter/sound representations lacks spacing between words 4th quarter- minimum of 2 sentences <ul style="list-style-type: none"> Lacks capitalization of first word in sentence and/or pronoun I Lacks phonetic spelling of simple words

The italics indicate that the wording was taken from the Essential Skills and Knowledge. The bold print indicates the change in expectations. Refer to the [Maryland Common Core Writing Frameworks](#) for additional grade-level expectation. *Please refer to the [MD Common Core Language Frameworks](#) for specific teaching points.

Next Teaching Points: